



# JUNIOR CYCLE BUSINESS STUDIES

## Rationale:

Young people are growing up in a globalised and dynamic world. New opportunities and challenges will emerge in their lifetimes that are virtually unimaginable today. Developing technologies, environmental and societal challenges, demographics, global competition and changing consumer demand will drive these changes. Studying business helps to equip students with the understanding, skills and attitudes to participate fully in an interconnected world.

Business studies encourages students to develop an appreciation of how their lives are shaped by economic and social factors. They are enabled to make informed decisions, to better manage their personal financial resources and to be adaptable, creative, and enterprising. Business studies also improves their knowledge and understanding of good business practice and of business as a productive activity.

Entrepreneurship enhances the quality of our collective and individual lives, often changing the way we work, communicate and live. Business studies provides an awareness, insight and positive attitude to entrepreneurship, demonstrating how it can improve our goods, services and institutions.

Business studies encourages students to develop skills for learning, skills for work and skills for life. It supports the development of analytical and critical thinking skills, encouraging students to be problem solvers. It reinforces the development of students' numeracy, literacy and digital technology skills by providing a real-life context for their application.

Business studies explores the interdependence of economic prosperity, societal well-being and the environment and encourages students to think and act as responsible and ethical citizens. They will be provided with a set of foundational skills, understandings and personal attributes, which will help them to engage with the dynamic business environment and fulfil their potential in their personal and professional lives, now and into the future.

# Aim

Business studies aims to stimulate students' interest in the business environment and how they interact with it. It develops skills, knowledge, attitudes and behaviours that allow them to make informed and responsible decisions with all of the resources available to them, ensuring their and society's well-being, while becoming more self-aware as learners.

# Structure

Learning outcomes in the Business Studies specification are organized into three strands, with three cross-cutting strand elements:



There is potential for teachers to embed LGBTI+ inclusion content and perspectives into their teaching and assessment of learning outcomes in junior cycle Business Studies. Sample learning outcomes with scope for inclusion of LGBTI+ content and perspectives include:

## Strand one: Personal finance

### ELEMENT: Managing my resources

1.3 Construct a personal financial lifecycle to identify financial needs at different life stages

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## Strand two: Enterprise

### **ELEMENT: Managing my resources**

2.2 Describe the skills and characteristics of being enterprising and appreciate the role of an entrepreneur in an organisation, in society and to the economy

2.3 Differentiate between employment, work and volunteerism, identifying and describing features, benefits, rewards and careers within each

### **ELEMENT: Exploring business**

2.4 Distinguish between the rights and responsibilities of employer and employee from a legal, social, environmental and ethical perspective

2.5 Investigate the positive and negative impacts on a community of an organisation from an economic, social and environmental perspective

## Ideas for Teaching and Learning:

### **Facilitate your students to:**

- engage with sample personal financial lifecycles representing a diversity of people, including LGBTI+ people
- learn about entrepreneurs who identify as LGBTI+ or openly support LGBTI+ equality. See OUTStanding's top 100 list of lesbian, gay, bisexual and transgender (LGBTI+) business leaders:
  - <https://outstanding.involverolemodels.org/>
- engage with and represent LGBTI+ people in depicting self-employed/employees, homemakers, volunteers in classroom discussions and activities
- discuss the implications of the Equal Status Acts examples of discrimination in business and other organizations
- engage with BeLonG To and other relevant LGBTI+ organizations as examples of an organization which impacts on communities